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ABSTRACT

A nationwide Adult Education Programme (NAEP), with the object of providing adult education to 100 million adults within five years, was inaugurated in India in October, 1978. A conference held in New Delhi in June, 1979, discussed the problems of training enough adult education instructors to implement the program throughout the country, especially in rural areas. In order to aid instructors, this handbook was created to serve as a ready and rough reference book for practitioners. The handbook avoids theories and enumerates in simple and easy-to-understand language steps to be taken to organize adult education programs. The eight chapters of the book provide a guide for the following: nature of adult education, content of the NAEP, role and duties of the instructor, organization of adult education programs, adult learning theory, teaching and learning aids, evaluation, and follow-up programs. Appendixes contain lists of terminologies used in adult education, agencies providing training facilities, norms of literacy, survey forms, development departments and officials, sample pages of attendance and stock registers, a bibliography, and a list of conference participants. (KC)

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HANDBOOK FOR ADULT EDUCATION INSTRUCTORS

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PREFACE

A nation-wide Adult Education Programme with the object of providing adult education to 10 crore adults within five years was inaugurated on October 2, 1978. In order to successfully implement this programme, it was estimated that in the very first year of its operation, about 1.5 lakh fully qualified and trained instructors will be required. This is a colossal task for, there are not enough qualified and experienced adult educators to give training to such a large number of instructors. Yet, a large number of adult education programmes have begun in various parts of the country some of which are being run by persons who are not properly trained in the science of dealing with adults and organising educational programmes for them. This problem is more acute in the case of women and in rural areas where the lack of educated manpower is quite apparent. In the course of the programme which was launched only a year and a half back, some agencies organised short training courses while others did not run any training whatsoever. Recognising this reality, the Indian Adult Education Association thought it necessary to bring out a small handbook for the instructors to help them in their day-to-day work, for they are the kingpin of the whole scheme, and are the "frontline" workers. According to some they are the grass-root catalyst. This draft handbook is intended to serve as a sort of ready and rough reference book for practitioners. An attempt has been made to avoid theories and to enumerate steps to be undertaken to organise adult education programmes in a simple and easy-to-understand language.

The draft handbook is a result of a four-day meeting of Adult Education practitioners held in New Delhi from June 25 to June 28, 1979. This meeting was organised by the Association in collaboration with the Directorate of Adult Education, Ministry of Education and Culture. As stated earlier, this is a draft and is not claimed to be the last word on the subject. On the basis of experience of our field workers it will be revised and modified so that some of the problems which the group which met in Delhi did not anticipate could also be included in the revised handbook. Therefore, instructors and others concerned with adult education

programmes are requested to communicate to the Association their comments and observations based on experience and actual field situations, whenever they find an opportunity to do so.

Based on the discussions in the workshop, the draft handbook has been prepared by Shri S. C. Dutta, former Hony. General Secretary of the Association. Chapter III has been contributed by Ms. Kamla Bhasin of the FAO who took part in the discussions. Assistance has been obtained from other participants in the preparation of this draft handbook. The Association is grateful to all of them and to the workshop co-ordinator, Shri J. L. Sachdeva, Documentation Officer of the Association. Thanks are due to the Ministry of Education & Culture for the financial assistance to hold the workshop and to bring out this handbook.

V. S. Mathur
Hony. General Secretary
Indian Adult Education Association

New Delhi,
March 1, 1980.

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CHAPTER I

WHAT IS ADULT EDUCATION?

Adult education is a package of educational programmes for adults outside the formal educational system aiming at providing more information and better knowledge and skills for improving their life-style, and also their earning capacity.

The objective of adult education is to enable people to become confident and self-reliant by understanding the situation in which they live and solving their problems. Its purpose is to educate adult for life so that he can effectively and efficiently play his various roles as wage-earner, as parent, as a member of the society and as a citizen of his country. Adult education is an instrument of development and progress, leading to social change.

In India, Adult Education has, therefore, to be handled at two levels, i.e., imparting literacy and further adult education appropriate to the environment and the circumstances. A literacy programme to be successfully implemented will have to be related to the working and living conditions of the learner and assist him to become an active participant in the developmental programmes of the country. Much of the motivation of the participants depends upon an awareness among them that they can transform their destiny and that the adult education programmes will lead to advancement of their functional capability for the realisation of this objective. Therefore, the essential component of adult education programme is social awareness, functional development and imparting of literacy skills. Mere literacy will not do nor will it help to achieve the objectives of the National Adult Education Programme. Therefore, although literacy is an essential component of the adult education programmes, it need not be the starting point. In some places, programmes can be started with social awareness as the primary objective. In other circumstances,

functional development could be more effective for the success of adult education programme.

In the past, adult education was synonymous with adult literacy but immediately after Independence, it was made very clear that Adult Education is different from adult literacy in that it includes training for social responsibility to enable every citizen to take part and fulfil his responsibility in public life for the development of a democratic society. This programme was known as social education and was an essential component of the community development programme which was launched in India in the initial stages of our Independence. Mere literacy which means knowledge of three R's cannot enable the masses to play an active role in social and cultural fields. In order that these objectives are achieved, learning, working and living will have to be co-related and the learners will have to be involved in the process of development so that the fruits of these developments and programmes are not cornered by the few to be deteriment of the many for whom these are meant.

Adult education, in the past, has been the concern of Department of Education and voluntary organisations, specially wedded to this programme. In order that the new programme achieves success, it must cease to be the concern only of the Department of Education but must become part and parcel of every developmental activity undertaken by governmental as well as voluntary organisations All agencies will have to share the responsibility for making a success of this programme. Therefore, one of the essential task of the instructor will be to establish liaison with all the developmental agencies in the area and to assist in the co-ordination of their respective programmes for the benefit of the learners. For bringing about awareness and functional development, assistance and cooperation of developmental agencies and various autonomous organisations set up by the Government is essential.

Adult education programme, as envisaged in the National Adult Education Programme, is meant primarily for women and learners belonging to deprived sections of the population. This does not mean that others willing to join adult education programmes should be excluded, but emphasis must be given to this section of the population for they constitute about 60 to 70 per

cent of India's population which did not have the benefit of any type of education – formal or informal.

As stated earlier, adult education must help adult men and women to lead a meaningful life and assist them in the development of their personality to become effective partners in the promotion and development of a democratic society where every individual will be equal and will have opportunities to participate in their own development.

Adult education is necessary because unless the vast majority of people take an active part in the building of a new India, exploitation, deprivation and disparities will continue. At present poverty of the majority of people is a problem which needs to be tackled. This can only be tackled if the majority of our people are educated, are able to understand the reasons for their backwardness and are prepared to take corrective action to mitigate their difficulties and solve the problem of poverty. The organisation of adult education programme will vary from place to place and the instructor will have to use his imagination and organisational ability to take up programmes which serve the need of the people among whom he has to operate. Adult education programmes will have to be relevant to the learners' needs and will have to be flexible to suit their day-to-day routine. But one thing is certain that the instructor will have to establish rapport with the communities in which he wishes to operate. Only in an atmosphere of friendliness can adult education prosper. Therefore, adult education programmes will have to be so diversified and padded up with the recreational, cultural activities including indoor and out-door sports so as to make them attractive.

According to President Nyerere of Tanzania, adult education "is the key to the development of free men and free societies. Its function is to help men to think for themselves, to make their own decisions and to execute those decisions for themselves". Adult education is not merely a good in itself. It is a means to an end, to achieve valuable social goals, i.e., economic well-being, improvement in our environment, mental development of individuals as well as of society, securing of a satisfying and meaningful life for all human beings, liberation of man's creative talents and freedom from all bondages.

National Adult Education Programme

The National Adult Education Programme (NAEP) which was inaugurated on October 2, 1978, seeks to cover 100 million adults in the age group 15 to 35 during the next five years. The basic assumption of the programme is that the illiterate and the poor can rise to their own liberation through literacy, dialogue and action. Thus the basic objective of the programme is the liberation of the poor and should be achieved through providing awareness, functional development and literacy. It seeks to bring about 4.5 million learners in the first year under its orbit and increase its coverage to 35 million learners in the final year. Thus by 1983-84, a capability to organise adult education programmes for 35 million persons would be built up. At that stage, it would be necessary to diversify the programmes. The aim then would be to strive for a learning society in which life-long education is a cherished goal.

The distinguishing feature of NAEP is that it is a programme primarily for preparing the hitherto weaker sections of our population for their liberation through a conscious process of education. The majority of the weaker sections are oppressed and exploited and cannot take part in the development processes because they are illiterate. It is because of the non-participation of the exploited and oppressed in the developmental programmes of our country that distortions and disparities have occurred and the benefits of the development have not passed on to those for whom these were meant. Thus rich has become richer and the poor has become poorer. NAEP will have to ensure this participation, which will be possible only when these people are aware of the situation existing in the local community and are able to face the existing problems. By solving their problems, these people will be able to secure better economic and social benefits for themselves.

NAEP is visualised as a means to bring about a fundamental change in the process of social and economic development ; from a situation in which the poor remained passive spectators at the fringe of the developmental activity to being enabled to be at its centre and as active participant. The learning process involves emphasis on literacy, laying stress on the improvement of functional upgradation and of raising the level of awareness regarding their predicament among the poor and the illiterate.

NAEP is viewed as a mass movement and as stated earlier, all sections of people and of agencies must contribute to its success. It is necessary, therefore, to provide the programme organisational flexibility and relevance of the content and methods with the felt needs and problems of the learners. The learners will participate in this programme if a favourable environment is created and they are involved from the very beginning in the planning and implementation of the educational programmes organised for their benefit.

NAEP envisages the following types of programmes :

- Literacy with assured follow-up ;
- Conventional functional literacy ;
- Functional literacy supportive of a divergent development programme ;
- Literacy with learning-cum-action groups ; &
- Literacy for the formation of the organisations of the poor.

For some, literacy for the formation of the organisations of poor is the most important educational programmes under the NAEP. Once organisations of the poor are established, these will act not only as pressure groups for change and social action but also as service agencies acting as channels of distribution of variety of goods, benefits and services provided by the governmental/developmental agencies for the good of the poor. Once adult educators enable the masses to learn and organise themselves for participation in development on the basis of their own felt needs and the benefits, developmental activities could provide them, the movement would grow providing it with motivational base.

Short History of Adult Education

After the formation of the popular ministries in 1937, some of the states undertook adult education programme in various parts of the country. Although in the initial stages, the programme was limited to literacy, it began to be viewed as education for life. A few voluntary organisations like the Indian Adult Education Association sprang up and public men of eminence took keen interest in the Adult Education movement.

Even before 1937, a few programmes like setting up libraries, circulating libraries and literacy classes were started in various parts of the country through the initiative of individuals. The second world war in 1939, however, acted as a deterrent to the growth of this movement. Therefore, no spectacular result was achieved. However, a beginning was made and the movement was endowed with respectability and support from various quarters.

The post-independence period, however, brought about a total change in the concept of adult education. The Indian Adult Education Association, at its conference in Rewa in December, 1947 recognised that education of the masses should be given the highest priority, and it should enable the people to shape their own future and prepare themselves for the responsibility which a democratic society imposes on its people. The concept of Social Education emerged in this period. The Central Advisory Board of Education at its meeting in January, 1948 expressed the view that the organisation of adult education in India has become necessary. A sub-Committee under the Chairmanship of Shri Mohan Lal Saxena was set up and it recommended *inter alia* that greater emphasis should be laid on general education to enable every Indian to participate effectively in the new social order. It recommended that provincial Governments should provide funds for adult education. It laid down targets for the removal of 50% illiteracy in the next five years. At the 15th meeting of the Central Advisory Board of Education held at Allahabad, a new impetus to the movement was given by Maulana Azad, the then Education Minister who called it social education. During the period 1949-52, when the first five year plan was launched, there were many experiments and discussions to give shape and substance to the new concept of social education which implied a general education of the masses in a developing society to enable them as members of their communities to work for achieving their social, economic and social development. While most states had undertaken a variety of programmes, some emphasising the recreational and cultural activities, others libraries and audio-visual aids,the two significant programmes are worth mentioning. One evolved in Madhya Pradesh and second the Etawah Project of Uttar Pradesh. The Madhya Pradesh experiment concentrated on an all-round development of rural masses while the Etawah Project concentrated on those elements which were directly relevant to economic development.

After 1952, Adult Education became an integral part of the plan programmes. When the Community Development programme was started, social education became an important component of the CD movement which was defined as community uplift through community action. Social education organisers training centres were set up in various parts of the country, and the Public Library movement was given a fillip. Use of Radio as medium of education began to be recognised and a number of educational documentaries were produced by the Ministry of Information & Broadcasting. Suitable literature for neo-literates were also produced. Assistance to voluntary organisations became a normal feature of the various plans. National Book Trust with the object of promoting reading habits of people was started. However, it can be said that this objective of the National Book Trust appears to have been lost sight of. It has entered the market as one of the publishing concern and have done very little to promote the reading habits of the masses. In the fourth plan, it was stated that adult education should be linked with development and provision for adult education in each development project should be made. However, this has not been worked out in detail. Now adult education is recognised as an instrument of social change and NAEP is emphasising this role of Adult Education.

CHAPTER II

CONTENT OF NAEP

The National Adult Education Programme seeks to enable the majority of our people to play an effective role as citizen of this country and participate in various developmental programmes. The programme also seeks to enable the bulk of our population to play an active role in bringing about social, economic and cultural change so that social justice and equality is achieved. To the extent that the programme can enable the majority of our people to meaningfully take part in the various social, economic and political processes of the country and become the beneficiaries of the large scale improvement going on in the country, it would have achieved its purpose. The Instructor will have to play a crucial role in creating the necessary climate in the community and the environment so that the poor and the oppressed people can have confidence and self-reliance to stand on their own leg. This they can do only if they are aware of the social condition in which they live and the various handicaps with which they suffer. These people will also have to be helped to solve their own problems and enhance their capacity to improve their economic conditions and better their social position. Therefore, the various components of the National Adult Education Programme will have to be linked together with a view to prepare them for their liberation through a conscious process of education.

The programme has three main components. They are social awareness, functional development and literacy. They are not exclusive to one another and have to be integrated in order to achieve the objective of the NAEP. No order of precedents or priority can be ascribed. In some areas, awareness and functional development may become essential in order to introduce the component of literacy and in some places literacy may precede a process of awareness and functional development. Therefore, it would

be for the Instructor to decide where to start and how in accordance with the needs and requirements of the learners and the communities among whom he would work.

Social Awareness : The Programme envisages awareness on the part of adult learners of the social conditions in which they live and the reasons for the same. Without a thorough understanding through a detailed analysis of causes and of the forces working in the community, it would not be possible for adult learners to take concrete action to solve their problems. In order to solve their problems, the learners should also know about all the resources—individual and institutional, governmental and non-governmental, which would help in the solutions of the problems. Social awareness also includes organisations of planned action for the solutions of the problems.

While analysing the causes of the various handicaps with which the adult learners suffer, assistance should be obtained from the Government and their functionaries and through the enforcement of existing legislations on social and economic offences. For instance, adult learners in rural areas are not aware of the land legislation, abolition of bonded labour, etc. Similarly, they are not aware of the large scale developmental programmes undertaken by the Government for the benefit of the rural poor. Removal of poverty has been one of the important programmes of the Government almost from the beginning of free India. Yet, the benefits of such programmes have not reached the people for whom they were meant. An awareness need to be created about the reasons for this failure. Disparities have grown. It would be necessary to analyse the reasons for the same and build our education programmes on the basis of awareness created about these realities in which the present day India lives.

The Government also provides large scale facilities for family welfare, health and nutrition, and extension education. The learners will have to be educated to take advantage of these facilities through making them aware about the population explosion and its repercussions on the economy, social and physical conditions.

The learners will also have to be made aware of the environment in which they live and the causes for the same and after analysing they will have to be organised to solve these problems. Much of the problems of environment and health can be solved by the local people. For some, they will need the help of Government machinery of the area and in other cases they may have to exert pressure. Through educational processes, the Instructor will have to create a climate so that the community can be welded into one to solve their problems and learn more and more about the ways and means to solve their problems with their own efforts. Solution of community problems through community action is one of the objectives of adult education.

Functional Development : Adult learners will have to be enabled to acquire various skills so that they should be in a position to function in a better and more effective way in their life as also in their work-situation. They should be enabled to upgrade their professional skills in the field in which they are interested to work so that they should be able to improve their economic condition. Programmes for the upgradation of functional skills form an essential part of the Adult Education Programme. Therefore, practical demonstrations should be arranged if possible, within the locality. New skills related to day-to-day life of the learners should also be provided. Preservation of fruits, preparation of 'chatni', 'achaar' and 'papar', preparation of nutrients, knitting, sewing and preparation of decoration material from the waste are some of the functional skills which can be provided to women. Training in these skills can be arranged in such a fashion that they can become a source of additional earnings for the family. Blacksmiths must learn to fix bicycles then motorcycles and then motorcars. Car mechanics must learn to repair new models which each year become more complex than the year before. Electricians must learn to repair radios. Radio-repairer must learn television repair, the farmers must learn to run farm as well as factory machines. Women from rural areas and deprived sections of the population must learn to work in offices, work as Gram Sevikas, auxiliary health workers etc.

New learning is required not only in occupation with the growth of urbanisation and industrialisation, rural people must

learn to live in cities and away from their kins. People must learn new ways of caring for their health, living on money economy, dealing with strangers and discharging their civic responsibilities. A whole new set of attitudes, institutions and relationships must be built up.

Literacy : The reading, writing and numeracy, as stated earlier, is very essential for the growth of an individual's personality and for him to play his proper role in society. Therefore, literacy to be meaningful and attractive should be related to the actual life of the learner and should be such as to promote self-sufficiency, self reliance and self-confidence and promote continuous learning. Learners should be able to read newspapers, instructions, signboards and information relating to the work and their activities in their daily life. Literacy education in isolation is not possible, it needs to be related to development, removal of poverty and unemployment. It should be related to income-generating activities.

CHAPTER III

THE INSTRUCTOR

Who is an Instructor

The success of adult education programme depends mainly on the instructors i. e. the actual field workers who have to organise and run adult education programmes in villages, towns and cities. An instructor should be motivated, should have the necessary knowledge and skills to run an adult education programme and should be liked by the community in which he or she is working. An instructor should have commitment to social change.

Who can become an Instuctor

In the adult education programme any man or woman who has studied upto 8th class, (in exceptional cases upto class 5th), who has certain leadership qualities, who will be accepted by the community as a responsible person and who wants to start a learning/teaching centre can become an instructor. Thus, in the this programme young educated men and women, students, school teachers, field level government employees (like gram sevaks, gram sevikas, village health workers, etc.) social workers, ex-servicemen, retired persons can become instructors.

As the NAEP aims to help mainly the poorer sections of the society attempts are being made to also recruit instructors from among the poorer sections. A harijan or a tribal boy or girl, the son or daughter of a landless labourer, a small farmer himself or herself, who have had some formal education may become instructors.

Thus, instructors are people who have had the opportunity of having some formal education, who have received some knowledge of basic science, society, government, law, health etc. and

consequently who may command some respect of the community. They are people who are in a position to help others who have had no formal education.

Different Motivations

Why people decide to become instructors may of course be different from person to person. Some one might join only to get some extra income. Some one else might become an instructor because one wants to improve the lives of the people in the community. Yet another person might join because one feels ones own knowledge and experience will increase by becoming an instructor. There might be another person who is very angry at the injustice which exists in the society, who sees the rich and the educated exploit the illiterate poor and who therefore wants to work with the poor to help them safeguard their interests.

Even if someone initially becomes an instructor only to get an additional income, but if one works with responsibility and interest, one can enjoy doing the work, improve ones own knowledge and can also contribute to the development of a small group of people. Any one who works well as an instructor will also gain the respect and support of the people one works with. Thus NAEP provides a good and concrete opportunity for social service and social action for anyone who is interested in it.

Instructors must know the Community well

An instructor may be from within the community in which the adult education programme is started or from outside. If for example, it is the son or daughter of a landless tribal who is an instructor in a community of landless tribals one will know the conditions of this particular community well, will have sympathy and respect for them and will probably be motivated to improve their socio economic and political conditions. But if a high caste and better off person becomes an instructor for poor tribals it is essential that this person does not look down upon them, has faith in and respect for them, understands their life situation and is willing to help them in case of injustice against them by the rich and high caste people, although this will be rare in the present-day village communities, and should be avoided as far as possible.

All instructors working with the poor and illiterate must understand that the people they are working with have income so low that they cannot even eat two proper meals a day, do not have adequate shelter and do not have enough clothing. They are given low wages, they are charged very high rates of interests by money-lenders, they are made to do errands by the high caste. If they are harijans, tribals or other low castes they may not be allowed to draw water from the village well, to enter the village temple etc. They are seldom treated nicely by government officials. They can often not send their children to schools because they are very poor and they need the children to work and earn something. They have low economic, political and social status. They may even have lost their self-confidence and self-respect. The position of women might even be worse than this. The task of the instructor is to help and strengthen such people, to rebuild their self-respect and self-confidence and improve their economic condition.

The best way to know and understand the community and the people is to listen to people. The instructor should be a good listener not just a good speaker. It is only to a sympathetic and attentive listener that people talk honestly.

Treating the Adult Learners as Equals

The learners in an adult education programme are all adults. They may be of the same age as the instructor or older than the instructor. Although poor and illiterate most of them have a great deal of knowledge and experience of their jobs, they have specific skills like those of a farmer, carpenter, manual worker, factory worker etc. Many of them may know a lot about their own past, about folklores. Some of them might be folk artists. The instructors should therefore treat the adults with respect. Just as an instructor may be able to teach many things to the adults, the adults may also be able to teach many things to the instructor.

A good instructor should be able to make each adult in the centre feel that he/she already possesses a lot of knowledge and experience and thus has something to contribute to the programme. An instructor has ideally to create a learning situation in which every one is a learner and every one a teacher.

The instructor has to believe in and practice group learning and group action. He/She must encourage people to work in groups because it is only through group action that the poor stand a chance of increasing their economic status. The instructors should however not become the main force behind the groups. The people themselves should be made to take the lead so that the group can be self-propelling.

The instructor should identify people from within the community who can take on the leadership role.

Adult Education must be Relevant

In order to attract learners and retain their interest the adult education programme will have to be related to the lives and needs of the learners. People will only come to the centre if they feel they will gain something from it and not otherwise. The instructor will have to understand the needs and interests of all learners, plan a programme after consulting them and carry it out with their help and participation. For example, if there is disease in the village and the time, strength and money of many learners is being drained because of the disease the instructor should make programme to take care of this problem. The instructor could initiate group discussion on the disease prevalent, their possible causes, the difficulties faced in the hospitals and dispensaries, the role of local doctors, the possibility of preventing disease etc. He/She could invite a medical person to explain to group the causes and remedies of prevalent diseases. The group could also plan to take action to prevent disease. For example, if the cause of disease is found to be drinking of unsafe water the group could plan to take some action to clean the available water, or to find alternative source of water.

In a programme for women, learning should be related to the jobs/work these women do, and to their other needs as mothers and house-keepers.

Only that instructor can make the adult education programme relevant to the people he/she is working with who knows the people and their conditions well, who is alert to their changing needs and who is interested and committed to help them in every way. NAEP as stated earlier, is not limited to making people literate. It is a

much wider programme of making people master of their own destiny and rise to their liberation.

Three Main Tasks of the Instructors

As a frontline worker in the NAEP, the three main tasks of the instructors are:

1. Starting a process of awareness among the learners about their situation in society, the difficulties they face, the possibilities they have to improve their lives if they organise themselves, about their rights and duties etc.

2. Organising programmes which would help the learners improve their present skills and learn new skills, gain more knowledge about their present or future occupations so that they can earn more than they do now.

3. Imparting literacy skills which would help the learners to read, write and do simple arithmetic.

Role of an Instructor

In order to be able to perform the above tasks the instructor has to play the following roles:

1. *Organiser of an Adult Education Programme*

The main task of an instructor is to organise an effective adult education programme, including organisation of a centre which serves as a meeting place for the learners. To be able to do this the instructor has to:

1.1. get to know the community well by doing a survey of the community;

1.2. establish good, friendly relations with the people;

1.3. identify potential learners. As far as possible the group should be homogeneous and should have common interests and concerns;

1.4. explain to them the NAEP and its objectives.

1.5. The instructor could also set up an adult education committee in the village to help the programme.

1.6. The instructor has to find out from the people which time and place suits them for a centre. He/She has to arrange for a suitable place which may be someone's home, a Panchayatghar, a school building, a temple or any other place.

1.7. He/she has to keep accounts and maintain records like attendance and progress of participants. He/she has to send or give timely reports to the supervisor.

1.8. He/she has to contact the drop-outs and find out the reasons which keep them away from the centre and arrange to bring them back.

2. *Teacher of Literacy*

The instructor has to first convince the people that the skills of literacy can be useful to them in their day to day lives. This he/she can do by giving examples of the ways illiterate people can be cheated by money-lenders, businessmen, shopkeepers, government officials or by telling them that if they can read and write they do not have to depend on others to get their applications or letters written, and read; they can read instructions on medicines, seeds, pesticides and keep record of their accounts etc.

If the people accept to learn the 3 R's the instructor has to teach them these in a manner which is interesting and which gives every adult a chance to participate actively in the lesson.

3. *Generator of Awareness*

The instructor has to initiate thinking and discussion on topics related to the lives of people so that the people express their views in a group situation and can also take group action to improve their lives. His/her role is to first hear people's own views, have discussion on them, then provide new information and insight on that subject so that the people are better informed, more aware and more articulate.

The instructor has to provide information to people about existing legislation regarding, for example minimum wages, tenancy laws, share-cropping, money lending, child marriage, dowry etc.

The instructor should also provide information about government and other agencies which are meant to provide services to the rural areas, agencies like the SFDP, MFDA Tribal Development Department, dispensaries, veterinary dispensary, agriculture extension department, banks, cooperatives, voluntary agencies, etc.

Once the learners know about the legislation and about the departments and agencies which should be helping them they could discuss the situation as it actually exists. For example, if the minimum wage in the area is Rs.4/- per day and if the people actually gets less why is it so? Why is this law not being implemented ? Whom can one contact to have the law implemented?

If the hospitals are to provide free medical service why does the doctor in the local government hospital charge money?

What is the situation of cooperatives? Why it is that not many poor benefit from them?

What about the law against child marriage ? Aren't many people in the village breaking this law by marrying young children ? What is the rationale for marrying children so young ? What are the disadvantages of marrying young children ?

The instructor should be able to discuss such issues openly with the adult learners and help in the development of common understanding.

The instructor should be able to tell the people about customs, beliefs, problems in other areas so that they can understand and appreciate their own beliefs and problems better.

Knowledge and awareness is to be seen as a step towards community action to improve the lives of the people. In order to inspire people to take action the instructor should give examples of successful group action undertaken elsewhere.

4. *Helper in Economic Development*

As the instructors are to mainly work with the poor they have to play an important role in helping the adult learners to improve their economic conditions. The instructor has to provide information and knowldge which would improve the occupational skills

of the learners. If the learners are agriculturists the instructor should provide information which would help them improve their agriculture. He/she should arrange for talks on agriculture, arrange for demonstrations, help them to use available sources for getting loans for equipment, seeds, fertilisers, etc. The instructor has to help learners to understand procedures and formalites to get help from local departments and agencies.

The literacy readers and other literature should be related to the occupations of the learners. The instructors should be given information which they are expected to give to the learners during their training and later on through simple information sheets, circular letters, magazines, etc. The Instructor should make good use of the information they receive from the supervisors and project officers.

5. *Mobiliser of Resources*

In order to help the people improve their lives the instructors have to mobilise the available material and human resources. Based on their informatian and contacts the instructors can try to secure help for the local community. The instructors can, for example contact the nearest health centre to get help for preventive health, i.e. arrange for immunisation, cleaning of welis, arrange for film shows and talks on health and nutrition. For help in agriculture, the instructors could contact the local VLW, the SFDP officers ; to understand about the availability of loans for small and marginal farmers, they could contact the local banks, to get information about laws regarding land, minimum wages etc. they could get help from a lawyer. Similarly for recreation, they could arrange for film shows, puppet shows, bhajan mandalies with the help of the Field Publicity Office or any other local group or organisation.

The instructor does not have to know everything himself/ herself. He/she has to know from where they can get information and help. They have to function as links between the local community and government departments, voluntary agencies and other resource people. They should be able to communicate the needs and grievances of the community to the responsible authorities.

6. Recorder of the Process of Change and Learning

In order to evaluate the programme, and to improve the planning of future programmes it is important to know what actually happens at the field level. It is the instructor who has the first hand knowledge and experience of what actually happens in the community where the programme is implemented.

The instructor should keep a systematic record, in the form of a daily diary, of what he/she observes in the field, the problems he/she faces, the success the learners achieve, the changes which take place as a result of the adult education programme, the learning which takes place etc.

Training of Instructors

It needs to be recognised, that the performance of the instructor will depend a great deal on the kind of training they are given before and during their work. It is hoped that the training programmes for the instructors would provide them the necessary information, knowledge, skills and attitudes. The monthly meetings should also be made into an occasion for mutual learning and sharing of experiences between different instructors and between instructors, supervisors and the project director.

The instructors should however not depend entirely on the training programmes organised by the project. They should take the initiative to get information from the supervisors and from any other source like other educated people in the area, newspapers, radio, government offices, voluntary organisations etc. Training is to be treated as an ongoing activity. The best training one gets is while performing ones' job. The instructors should make use of every opportunity to improve their own knowledge and resourcefulness. In fact the whole period of instructorship should be seen as a training ground for the young men and women (instructors) to become effective agents of change.

Relationship Between Instructors and Supervisors

In adult education programme, the role of a supervisor should be that of a person who helps and guides the instructors rather than supervises, checks, finds faults and reprimands. If the

supervisors come as friends and guides, the instructors should welcome rather than dread their coming. They should look at the supervisor as someone who has more experience than them, who knows about many more centres, has knowledge of other developmental activities going on in that area and consequently can provide support to the instructors. Instead of hiding problems and failures from the supervisor the instructor should openly discuss them with the supervisor. An understanding and capable supervisor would most probably be able to suggest some solutions.

Specially for an instructor who might not be able to discuss his/her problems and thoughts with anyone else in the community, supervisor is the only person who can help and guide.

CHAPTER IV

ORGANISATION OF ADULT EDUCATION PROGRAMME

As early as 1944, the Indian Adult Education Association realised that adult education programmes should be organised through permanent adult education centres. The resolution adopted by the Association said, "These Centres should make necessary arrangements for the education of literates, semi-literates and illiterates and should stimulate the desire for self-improvement and coordinate all current activities aiming at adult education". The importance of adult education centres for the NAEP has also been emphasised.

It is envisaged under the NAEP that adult education programmes will be organised through the Adult Education centre, on the basis of the needs and requirements of the adult men and women attending the centre. The centre should be the place through which all the activities connected with the programme will be carried out in a planned manner. The centre should help in the creation of community and civic consciousness, promote educational activities, organise cultural and recreational programmes and undertake activities for the betterment of the locality, providing full opportunity to the adult men and women to participate in all such activities and developing self-confidence and creativity.

The centre should be a social centre where those who belong to the local community should feel free to come and go as and when they desire and take part in the activities of the centre, which should include literacy, post-literacy, programmes for health and hygiene, including family planning and nutrition, and programmes for improving technical skill and craft education etc. It should remain open throughout the day.

The Instructor should make the place attractive and comfor-

able so that every individual in the community visits it and spends some time for leisure, recreation, relaxation and education and training. The Instructor's role in the setting up of this centre should that be of a facilitator and as soon as the centre starts functioning, it should be gradually handed over to the community leaders who should take the lead in organising programmes at the centre and the Instructor should render all assistance and play a supportive role. In some cases he should act as a catalytic agent.

Before establishing the centre, the Instructor will have to establish rapport with the community and identify persons who would be helpful to him in organising programmes envisaged in the National Adult Education Programme. After this process of identification, the Instructor should undertake a survey of the locality to find out the number of families living in the area, the number of persons and their educational abilities, the number of illiterates, their preferences whether they would like to become literate or they would like to have other educational programmes. The survey should also help the Instructor to find out the number of educated volunteers and their abilities and competencies. (A proforma is provided in the appendices. In undertaking the survey, assistance of NSS Volunteers can be taken by the Instructor.

After the survey, the Instructor should try and identify the prospective participants in the programmes of Adult Education. Once he/she is able to identify the prospective participants, he/she should divide them into various groups according to their interest and organise programmes accordingly. If each group goes beyond what could be covered in one centre, the priority should be given to the poorest segment of the population.

In the planning of the programme, the participants should always be involved. They should be allowed to draw-up the time-table, decide about the content of the educational programme and the specific problems to be discussed and their order of priority. The programme, as stated earlier, must be based on their needs, requirements and their interests. So long as the programmes are interesting and attractive, their participation will be regular and worthwhile. Therefore, no attempt should be made to impose any programme on the adult learners. There may be situations in

which the adult learners may not be aware of their needs. They should be made aware of them and induced to recognise them as their felt needs. Only after the learners have been persuaded to consider those needs as their own needs, programme should be organised round those problems. A centre, as suggested earlier, should be a social centre where people of the locality could discuss their problems. Therefore, it is suggested that the centre should be located in a Panchayat, Chaupal, Community Centre, existing school buildings dependiag on the availability of space etc. In some cases, the house of the teacher could also be used for a centre but, as stated earlier, the centre should be made attractive by pictures, informative charts and posters, decoration of walls etc., and should always be a source of invitation to the members of the locality to come to the centre. It should always be bubbling with activities which would attract and motivate the learners to come to the centre.

Although it has been suggested that an ideal situation would be to organise adult education programmes in a centre, however some programmes can be organised in fields, farms or factories according to the convenience of the participants.

Organisation of various type of Activities

The adult education centre should provide, in addition to the three main components of NAEP, recreational, cultural and pleasure-time activities. Occasional film-shows should be organised—assistance for this can be had from the publicity departments in the State Governments, representative of the Field Publicity department of the Ministry of Information & Broadcasting and in some cases from various cultural and social organisations in the nearby cities and towns. Occasionally, experts on health and nutrition should be invited to have discussions with the learners. Similarly, experts from Departments of Food Preservation, Poultry, Agriculture, etc., should be invited to organise short-term programmes. The Department of Small-scale Industries, the Khadi & Village Commission and the All-India Handloom and Handicrafts Boards could also be invited to cooperate in organising programmes for the adult learners. The centre should be a place where people can assemble to share their joys and sorrows and their experiences in their day-

to-day life. It should be a place where in the morning people could come to read newspapers, in the afternoon, women could come to take part in the various programmes meant for them; in the afternoon and evening, it could serve as a recreational and cultural centre and at night as literacy centre. Discussion-groups and groups to solve their problems can also have their meetings. Thus, adult education programmes should not be treated as a narrow programme of literacy but a comprehensive programme of education of the entire community for cooperation, improvement and social action. An awareness of personal and group problems and predicaments leads the individual to analyses the causes and to consider the possibility of removing the causes by means of planned action. The poor and oppressed can overcome their difficulties not by isolated individual struggle but by organising themselves into action-groups.

In order that the Centre runs properly, a centre committee, consisting of those who are assisting in the running of the programmes of the Centre and a few representatives of learners should be formed. Where no place is available for the running of the Ceetre, a two-room hut should be constructed with the community participation on public land with proper authorisation.

CHAPTER V

HOW ADULTS LEARN

An adult learner is essentially different from a child learner in a sense that he is different in mental make-up, experience in life, attitude towards society and in physical/mental maturity. It is, therefore, necessary that he is treated differently from a child. The Instructor will, therefore, have to take note of these characteristics of the adult learner. He has to prepare reading/teaching material for them in such a way that the adult learners become interested in it. It is always good to go from known to the unknown. For instance, in a class on nutrition, it is necessary to start with someone whose baby is sick and show concern and sympathy for the baby and gradually go on to the topic, using simple, meaningful and practical terms. Explain why and how nutrition is primarily important for all and lead on to explain what a balanced diet is, in terms of what is available and practical and what they are normally eating, keeping in mind local prejudices and religious beliefs. At all times, the discussion must be kept open. The Instructor should accept what the learners say, yet, make an effort to remove some of their baseless prejudices and unscientific ideas, without giving them the impression that the Instructor is trying to impose his own ideas.

The Instructor must ensure that he has a self effacing manner, is not over-bearing and the adult learners feel interested and confident to participate in the discussions on the various problems raised by them. The Instructor should be interested in them as persons and should know all the individuals, their problems, and weaknesses without bringing out defect. For example, if a group of rural women are not participating despite the lesson being related to their problems, then propose a discussion on topics like child, clothes, jewelry, utencils, etc., which may provide an opening for

participation. When they become enthusiastic and get carried away, slowly lead them on to the discussion of their problems.

Sometimes, thought-provoking and/or provocative remarks can be used to stimulate interest and discussion. A group of egoistic man, can be stung into discussion and thus into useful educational activities. Similarly challenging statements on subjects like prohibition and advancement of women can also lead to worthwhile discussion.

Adults learn more quickly than children, if the learning is based on their past experience. It is, therefore, essential that the past experiences of the adult should be related to the subject under discussion and if the past can be related to recent happenings, it is easier for the adults to re-learn what they have once learnt. The Instructor should also assist the adults to relate things or abstract concepts to their own experiences and to use the past to help themselves with the present and the future.

Adults must be encouraged to wash and be clean before they come to the centre. Prayers or songs is usual before the centre begins. This establishes a good atmosphere and creates a suitable climate for serious work.

Learners should be divided into groups according to age and achievement to aviod frustration and embarrassment among the learners.

The Instructor in consultation with adult learners must set a specific objective and find out whether it is attainable. The learning/teaching should be according to the needs of the participants otherwise nothing may be achieved. If a farmer is taught new methods of cultivation, the objective is achieved only if he realises its need in his farming and is able to get better crop than before.

Acquiring knowledge is the goal and ambition of the learning activities. Through awareness and understanding of the problem, it must lead to action.

Characteristic of Adult Learners

Since NAEP is a learner centred programme, it is essential to have a thorough aquaintance with the learners in terms of their

background, interests, habits and attitude, etc. Some of their characterstic are : —(i) an adult is not a child, (i) he may be illiterate, but not uneducated, (iii) he knows and understands many things but may lack the ability to express his ideas and views coherently, (iv) he has pre-conceived notions and rigidity in attitude, (v) he is extremely sensitive, suffers from inferiority complex because of long neglect by society, (vi) his ego is easily hurt if not properly treated, (vii) he believes that he cannot read or write, because of apathy and inertia, (viii) he feels there is nothing new for him to learn, because of age and experience, (ix) his subjectivity is highly developed, he lives in a world of his own and would take interest in activities which would be of some immediate utility to him, (x) he is interested in his own betterment and would easily join a programme which leads to his social and economic goals and the methods are in accordance with his needs and interest.

An adult has a broader view of life and hence has a capacity of quick assimilation. Therefore, learning is easier and quicker in his case. He has the capacity of self-reasoning, therefore, practical approach to problems is likely to convince him rather than abstract. Therefore, learning situation has to be created out of social, occupational and environmental problems.

This leads us to conclude that all adult education programme should be learner-centred: to create interest and sense of participation, adult must be treated with respect, inspired to learn by exploiting his innate desire to progress materially and socially. The idea that "it is never too late to learn" should be engrained in an adult, by narrating stories of people who started learning late and made a name in the world. Meet the adult where he is and then lead him forward by using his interest, objectives, goals. The Instructor will have to use his imagination, initiative and understanding of human psychology to create learning situation in which all adults can participate. An instructor, apart from being a catalyst will have to be "discoverer, interpreter, guide, inspirer sympathiser and co-worker."

Learners who will be dealt within different settings and situations are of four categories:-

1. Learners in urban slums
2. Learners in rural areas
3. Women learners and
4. Learners from weaker sections.

I. Learners in Urban Slums

Urban slums are inhibited by the people from rural areas and other smaller towns who had come in search of job or better economic opportunities. Majority of them live below the poverty line and work as labourers, petty shopkeepers and vendors. Some may have better jobs but not high remunerations. They need to adjust to the changes faced in the city like money economy, fixed time, anonymity, lack of family life etc.

As the word slum indicates, the inhabitants live in extremely unhygenic and insanitary conditions. The slums are crowded and are without normal physical amenities like water, electricity, latrines, etc. Slum dwellers having been exploited economically as well as politically, have developed a cynic attitude of mind and apathy towards all activities for their benefit, specially if these are sought to be initiated by strangers. Because of day to day struggle for existence, they have developed a sense of frustration towards life and society as a whole and this often drives them to indulge in anti-social activities. However, they are keen to improve their conditions and become part and parcel of the larger community of the city.

The instructor inclined to do work in the slum areas will have to understand the psychology and sociology of the slum dwellers and develop a positive and helpful attitude towards them. He should win their confidence through constant and informal efforts and create a feeling of being a part of them. Once this is done, the slum dwellers will come forward and wholeheartedly cooperate with the Instructor, who should contact the authority who can help in providing some of the physical amenities like water, electricity, latrines, etc. and prevail upon it to provide these facilities. Once having achieved this, the slum dwellers can be organised to solve their own problems through their own action. Creation of community cohesion is essential to involve them in adult education

programme, like functional literacy, discussion, debate and dialogue on residential and tenancy problems, traffic and transport problems, problems of adjustments to the urban situation, problems of fruitful utilisation of leisure, employment and security, family life and social cohesion, lack of recreational facilities, and bureaucracy, and action to solve some of these problems. Some of the educational programmes in slum areas should be for upgradation of skills and training.

II Learners In Rural Areas

Learners in rural areas generally are (a) marginal farmers, and (b) landless labourers. They are hard-working but poor. These people have been exploited for ages and consequently are not hopeful about their future. These people toil the whole day even then they are not able to meet their basic necessities of life, like food, cloth and shelter.

They have become apathetic and doubt any effort to get them out of their present situation. They have developed a fatalistic attitude. Attempt, therefore, will have to be made to bring them out of this attitude of mind and persuade them to have faith in themselves and their future. Much of the motivation depends upon the belief among the learner that they can transform their destiny and that the adult education programmes will assist in the realisation of this objective.

In every village there are some persons who have vested interests. They would not like the villagers to be educated lest they should challenge their position and status. The Instructor will have to be careful of such persons who are, in most cases, the moneylenders, the land owners, the political leaders and the officials.

The hard-working learners in rural areas need relaxation and find the same in programmes like bhajans, folk-songs, folk-dramas, etc. Entertainment is a powerful tool for motivating learners. Therefore, an Instructor can make good use of them for his work.

The landless labourers are eager to know how to get more income, specially in the period when there are no agricultural

operation. The Instructor can organise programmes for developing skills which can help them to earn more. Similarly the marginal farmers are keen to know the techniques by which they can get more yield from their field. The services of agricultural extension officer could be used for arranging educational programme for upgrading farming skills and techniques. The marginal/small farmers and landless labourers have a period of leisure when there are no activities in the field. The Instructor can organise activities for meaningful use of their leisure period to bring cohesion, sense of cooperation and community consciousness.

Medical facilities in rural areas are below par as a result of which the villagers do not get proper medical attention in case of illness. This provides an opportunity for the Instructor to win the confidence of the villagers if he can arrange for proper medical aid in time of need and also coordinate with the medical authorities of the area to provide medical facilities regularly.

III. Women Learners

The National Adult Education Programme lays special emphasis on bringing women within the orbit of adult education. Therefore, women learners form the largest percentage of learners. Illiteracy, ignorance and 'superstition is very high amongst women. A small dent in this group will yield great dividend. There are a number of sayings like "if you educate a man, you educate an individual, if you educate a woman, you educate a family." Similarly, "the hand that rocks the cradle rules the world." A educated woman has a number of advantages over an illiterate woman. For example, a literate woman can help and guide her children in their studies, can keep domestic budget and thus manage the domestic expenses in an organised manner. She also can add to the family income by doing some work. Therefore, it is essential that women learners should be provided the best of facilities in order that the future citizens are capable of building up a better society.

However, women learners face number of difficulties in attending an adult education centre. These are : women look after most of the all domestic chores. They have to cook, fetch water, clean

the house, look after the children and guests, take care of cattle and also help in farming operations. In addition, elderly ladies and men folk do not favour participation of women in any activity other than these. They are therefore not in favour of a programme like adult education, and in most cases prevent them from attending an adult education centre. In such cases, the Instructor should contact the head of the family and convince him about the importance of adult education and persuade him to permit the woman to join the centre.

Women's responsibility at home and the farm is so hard that they find it difficult to concentrate on learning. They may be more willing to learn something that would supplement their family income. It is, therefore, desirable that a different set of programme dealing with their problems, feelings and emotions should be prepared and implemented. It is absolutely necessary that the centres should be run by women Instructors. Subjects like status of women in society, legal protection to women against harassment, wages, equality of sexes etc., should be carefully introduced for discussion in the centre and women awakened to the changes that are coming about in India.

Many women have babies and young children. For attending the centre, they have to leave the child either at home or some other convenient place. Sometime it becomes difficult. In such cases, the Instructor may try and arrange for running a creche or Balwadi for these children, along with the centre and get the assistance of some educated youth or old lady of the locality for the purpose.

IV. Learners from Weaker Sections

For ages, the members of the Scheduled Castes and Scheduled Tribes have been deprived of the benefits by the society including education. The privileged class has suppressed them for long in every walk of life. They were denied the benefit of learning and therefore live in a different world altogether, away from modern science and technology, huddled together away from civilization. There world is full of superstitions, frustration and inferiority complex. Modern ideas have not touched them. Traditional and unscientific values still grip them.

The NAEP envisages to take in the fold of education these unprivileged people. The Instructor should deal with them very tactfully and sympathetically taking into consideration that education is a new phenomenon for them.

Thus it would be found that adult education for these four major categories of our population, by and large, should begin with the economic needs and social goals. If learning is to make men masters of their own destinies, then all educational activities will have to be geared towards removal of major social evils of our society. The instructor will have to exercise great imagination, develop great enthusiasm and dedication for the under-privileged to enable him to get their sympathy and cooperation.

In planning and guiding the learning of adults, the Instructor must use methods based upon principles of adult learning. Some examples are as follows :—

(*a*) In presenting material, to adult learners, the Instructor must proceed from to the known to the unknown. Material should be presented in such a manner that the learner can really relate the new information to what he already knows. Only in this way can it be meaningful for him and only if it is meaningful, can it be assimilated by him and integrated with his present knowledge.

(*b*) The adult learners should be guided to move from simple ideas to complex ones. For this purpose, it may be necessary to analyse and create the material very carefully so that the progress from each idea to the next is smooth and easy. The subject matter should be related to the needs, problems and interest of adult learners. It should be relevant in improving the condition of the adult learners and their community. As soon as possible the subject matter should be presented in such a way that it can be applied immediately and in a practical way in the life of the adult learners.

(*c*) Abstract ideas nnd generalisations should always be supported with examples from real life situations and should be presented with reference to such facts. With

the use of documentary films and information material, abstract ideas should be made simple and meaningful.

(*d*) The learning process should be planned in such a way so as to provide for active participation by the adult learners. The most effective learning is active learning. Adults learn better by doing than by listening. Learning is a process requiring activity rather than passiv'ty. If it is a skill that is being taught, the learner should be given the opportunity as soon as possible to try himself out and to practice it. For example, if it is driving a tractor put him in a driver's seat as soon as possible. If it is a new information that is being given, the adult learner should be put in a situation that he will discover the new fact for himself. A two way communication is always helpful in adult learning.

(*e*) Adults should be allowed time to assimilate information and integrate skills. For this purpose, the Instructor should provide opportunities for recapitulation or review of things previously presented. Learning often requires recapitulation for materials in skills to become integrated and recapitulation, of course, takes sometime.

(*f*) Opportunities should be provided to re-inforce learning and the learners should be made aware of their progress. It is always better to involve the adult learner in assessment of his own achievement and in the planning of follow-up programme activities for further improvement.

(*g*) The Instructor should involve the participant in the process of problem-solving and thus prepare them to take decisions. He should work as an animator and assume coordination function to meet the educational needs of participants.

The programme of the Centre may be started with community singing providing for relaxation, entertainment and a feeling of oneness. It should be followed by news review by the Instructor, followed by a short discussion to clarify the news—national and local. If possible, some current problems should be discussed with

a view to assist the learners to solve them. This will encourage participation and make the learners active. Once a group feeling has been established among learners, reading, writing and numeracy lessons can be introduced. Story telling, bhajans, picnics, field trips and competitions from time to time can enliven the programmes of the centre.

It would always be better to form village/mohalla committees, consisting of persons who are helpful and agree with our objectives. While conducting surveys and contacting potential learners, the Instructor can find out these types of persons who can help him in the conduct of the centre and its programmes. They can also help in maintaining attendance.

CHAPTER VI

TEACHING AND LEARNING AIDS

Adult Education Programme, in order to be successful, will have to not only depend upon discussions, debates and dialogues but on various teaching and learning materials related to needs of the learners based on their problems and their solutions. The teaching learning materials will be of the following types:

- Primer based on the curriculum evolved for the programme
- Literacy charts
- Self-study charts
- Work-books
- Follow-up materials like supplementary books, content sheets, wall-newspapers, magazines etc.

The material should also include instructional and guidance material such as teachers' guide book based on the primer and supplementary books, leaflets, booklets, etc. for supplementing knowledge and information, a directory listing agencies from where some of the visual aids and other resources can be made available.

No pre-designed curriculum can be imposed on the learners; it has to be built on the learning needs and problems of the community. Therefore, following steps will have to be taken for building the curriculum:

1. Assessing the problems and learning needs of the community;
2. Identifying the vocabulary used by the learners;
3. Tabulating data into problem areas;
4. Tabulating vocabulary according to the problem areas; and
5. Selecting key-themes and key-areas.

Learners' text will be based on curriculum so prepared. It will be written with two objectives—first : it should lead to the discussion of the learner's problems in varied problem areas such as family, health, economic, cultural, political, etc. so that awareness is created among them and they are motivated to action and second, it should help impart literacy skills.

The preparation of teaching learning material cannot be undertaken in a central place. It has to be field-oriented and there has to be team-approach. The Instructor and some adult learners must form part of the exercise. Ideally the material should be prepared in a workshop so that the material prepared is the result of qualitative thinking and team-approach and based on the realities of the situation As far as possible, the material should be pre-tested in the field and revised accordingly before use.

At a recent workshop, the consensus was, "the acquisition of literacy and numeracy result into behavioural and cultural change for each learners. Therefore, the dialogue and discussion method has to be used and the learners have to be encouraged even to make their own choices of the words or sentences with which they would like to begin their literacy ...Materials such as cards, slip-charts, literacy and numeracy games, reading materials for introduction and reinforcement of literacy and numeracy need to be prepared in the context of the learner's needs and circumstances. This activity has essentially to replace the traditional concept of a literacy primer and render literacy acquisition a systematic but nonformal enterprise".

However, while preparing material the following steps may be taken:

1. Chosing the key-word as a caption for the lesson. The key-word should be a word that really represents certain basic problem and generates strong feelings about the problem in the minds of learners.

2. Using associate words from the family of the key-word which will lead to the various aspects of the problem.

3. Forming sentences that reflect the problem and serve as pointers to the various aspects of the problem.

4. Alphabets may be introduced to the learners through the key-words and the associate words. Only those alphabets thus introduced may be used to form the sentence. Care should be taken to see that only a few alphabets, say, not more than six alphabets should be introduced in the lesson. The alphabets already used can, of course, be used in subsequent lessons.

5. Conjuct letters may be introduced after the basic alphabets that form the said conjunct are introduced earlier.

Preparing Supplementary Materials

1. *Literacy Charts:-* These charts should be poster-size enlargement of each lesson in the learners' text. These are essential for exposing the learner to the entire content at a glance and for getting them to read with the help of a pointer.

2. *Self-Study Cards:-* These cards represent words together with the pictures that readily represent the words. These cards can also be used for various drilling devices, like word-games, fill in the gap exercises, matching the words, etc.

3. *Word-Books:-* These will be mainly of two types:-

   I- For writing exercises.

   II- For arithmetic exercises.

Writing Exercise:- For developing writing skills among the learners, various types of exercises are to be introduced in the writing book, for example, copying alphabets from the outlines showing the direction of writing letters, matching words, fill in the gaps exercises, short composition, letter-writing and filling up the forms, like money order, application for loan, etc.

Arithmetic Exercise : This workbook will introduce numerals and concepts of simple additions, substractions, multiplication and divisions. It will also give concepts of weights, measures, currency, units of time, distance and areas, etc. There will also besome exercises about daily accounts, budgeting, etc.

Follow-up Materials

1. Books for neo-literates :—

Books in simple and easy to read language on topics of interest to adult learners should be prepared. It should contain the vocabulary in vogue amongst the learners. The content of these books should be such that the readers can easily identify themselves and their life experiences with the same. They could take the form of short stories, dramas, songs, etc. Informative books giving the scientific and technical knowledge should also be prepared in simple language. Books providing skills useful in their day-to-day life could also be prepared for neo-literates.

2. Wall Newspapers :—

Wall-Newspapers should be prepared by the Instructor every day giving important national news relevant to the learner's life and interest. This could be prepared out of the headlines from a number of dailies. In case it is not possible to prepare daily wall-newspaper, it is absolutely essential to prepare weekly newspaper giving important news of the week and other material relevant to the life and interest of the learners. In this case, cutting from the periodicals and coloured pictures could also be used. Apart from using the wall-newspaper for initiating discussion and keeping up the learners' interest, it can serve as an important vehicle to sustain the literacy skill because by reading news in bold letters, the learner can continue his interest in words and sentences.

3. Magazine :—

It would be helpful if attempt is made to bring out a community magazine. It should contain articles about the experience and views of the members of the community. Some magazine could be of general nature, while others could be devoted to the special interest like agriculture, health, industrial skill etc.

Instructional and Guidance Material for the Instructors

The Instructor's guide-book should comprise of two basic things. One, information which could assist him to conduct dis-

cussion on social awareness and second, material for imparting literacy skills. Information about the functional development should also be readily available to the Instructor. A detailed guidance about the methods of initiating and leading discussion as well as imparting literacy skills should be given. In addition to the guide-book, the Instructor should be provided with leaflets, booklets, folders. etc , for supplementing knowledge and information covering various skills and resources.

The Instructor also should be provided with a kit which should contain (i) a note book containing vocabularies-key words, (ii) a diary in which day-to-day activities of the centre are recorded including problems raised by the learners and steps if any taken to meet them. The diary should also contain a record of the problems faced by the Instructor and the inadequacies in the learning/teaching process that he had faced so that these could be discussed in the weekly or monthly meetings of Instructors with their Supervisors. The diary should also contain stories, songs, games, puzzles, proverbs collected locally so that these could be used by the Instructor whenever necessary.

Preparation of Teaching Aids

Use of audio-visual material makes learning interesting and effective. Many low-cost teaching aids can be prepared for use at the centre. These are :—

1. Charts
2. Pictures
3. Diagrams aud graphs
4. Khadder graphs
5. Flash cards
6. Models and maps,
7. Paper and card-board cut-outs etc.

These could be prepared by the Instructor with the help of supervisor. Assistance could also be obtained from some talented learners who can help in preparing these materials. These materials should be prepared in such a way that it should help quicker learn-

ing and understanding and also facilitate comprehension and retention.

Some material could be obtained from the State Resource Centres. Teaching aids already prepared by NCERT and its allied organisations should also be adjusted according to the needs of the community, its environment and the life pattern of the adult learners. While adopting these materials, it is necessary to understand the methodology used in preparing materials, so that the same can be followed while adopting them for the use of adult learners.

The Instructor should make use of variety of games to make his task easy and learning meaningful. Well-designed games provide opportunity for all learners to be actively involved. The element of competition, either on an individual or team basis, is often used to keep learners directly involved and motivated to use their abilities. Many skill-practice games involve rapid activity and can become intensely exciting as each player strives to succeed when it is his or her turn. There is a degree of involvement with games which is impossible with other forms of teaching. Games take the focus away from the Instructor and place them on the learners themselves. Instead of learning being a one-way communication from Instructor to learners, it becomes an interactive process between the learners.

Following is one example :—

Letter Dice :

Objectives. To provide practice in the following skills :

1. Recognizing and sounding out letters and combinations of letters :
2. Assembling words from letters :
3. Translating sounds into sequences of letters.

Materials. A set of wooden dice, each face approximately four centimetres square, with a letter written on each face. The letters and their location on the dice are determined from frequency counts of letter distribution and combination in the language being taught.

The set should contain six to ten dice in all.

Number of participants. From one to twelve.

Process. (There are many possible sets of rules depending on the skill levels of the players and the learning goals.)

1. Word discovery—the set of dice are thrown on the floor or on a table. Using only the letters showing on the top face of the dice, each player in turn tries to find a word and then arrange the dice in order to spell that word. If the word he forms is correct, as judged by the group, then the turn moves to the next player.

2. Building words—the first player selects a letter and places it on the playing surface. The second player then chooses another letter and places it next to the first one. Play continues until someone can complete a word. The first player to complete a word wins that round. For more sophisticated players, points could be awarded based on the number of letters in each word formed.

3. Word competition—Two teams are formed. The first team throws the dice and has three minutes to form as many words as they can from the letters showing on the top of the dice. The second team has its chance. Play continues through as many rounds as desired. The team with the most words, or the longest words or the fewest mistakes, wins.

Comments. The game is particularly useful at the begining stages of literacy for adults who have had little experience of handling small objects. The dice are easily grasped and moved about. The letters become physical objects which each learner can control. Words from the learners' active vocabulary can be created physically in front of them.

Pre-requisites. Players must know the alphabet, be able to recognize at least the common letters, and be able to relate the sounds of words to the letters.

It should however be noted that games are to be adjusted to the need and abilities of the learners. They are powerful educational tool but cannot carry the learning task alone. They are not always adequate and cannot support the full task of creating literates. These can be used as a motivational tool.

T.V. Radio & Film

T.V., Radio and Film are other media which can be used effectively for achieving the objectives of NAEP. Discussion groups round a programme on T.V. or Radio or on the theme of a social film could be effective in creating social awareness and also in educating the public about the message sought to be conveyed by these media. Incidentally, discussion groups help to provide the two-way communication necessary for any educational learning enterprise. T.V., Radio or Film are powerful media of education and should be used as such.

CHAPTER VII

EVALUATION

The massiveness of the NAEP presupposes that there will be large number of problems which will be faced by the field workers. The goals and objectives of the programme have further accentuated the deficiencies and bottlenecks that are likely to be faced in the initial period. In this context, monitoring and evaluation assumes great significance. Therefore, to avoid wastage and to ensure the optimal success, monitoring and evaluation should be built into the programme from the very beginning. Their objective should be to improve the programme, overcome problems, identify bottlenecks and deficiencies and take steps to remove them.

Monitoring is a process which helps in finding out the shortcomings or weaknesses of programme implementation and provides appropriate direction for applying corrective action.

Evaluation is a more comprehensive term and is a process for checking and improving all the steps involved in planning and implementing a programme. To set up an effective and functional monitoring and evaluation system, it is essential to identify critical areas for which information is necessary for continued improvement of the programme. However, for monitoring and evaluation, the Instructor will not have major responsibilities. This responsibility will have to be shared with the Supervisors and the agency officials. However, it is very important to maintain records of attendance and the reaction of the participants. The attendance record will assist in finding out the attractiveness of the programmes conducted in the centre. Apart from that, the record can also help the Instructor to find out the persons not attending centre for a long period. He could contact them and find out the reasons. Some time. this kind of home visit helps to restore confidence amongst the learners, In other case, it helps the Instructor

to find out the reason for the learner in not attending the programmes. This can indicate the corrective that the instructor can apply to secure the learners' attendance. If the learner has some problem, the Instructor can help him/her to overcome it. This act on the part of Instructor will go a long way in establishing him/her in the community and making the centre and the programme attractive to the people.

It would be desirable to have a periodic assessment of learners' progress in reading, writing and numeracy skills, and understanding operational and developmental programmes, included in the curriculum for specific groups. This assessment should be done by the Instructor with the guidance and help of the Supervisor.

The quality of the programmes and awareness of the learner and their potentiality to organise themselves for self-realiance, should be assessed through appropriate informal methods. In co-operative venture initiated by the participants as a part of NAEP, the community participation should in itself be considered an achievement. Similarly, all forms of self-improvement-activities (acquiring of skills, saving habit, kitchen gardening, life-stock raising, preservation of food, dairy, health care. etc.) adopted by the learners through the present programme should also be studied through well designed surveys of such behaviour pattern and compared with bench marks data.

Learners should also be encouraged to assess their own progress from time to time in relation to certain aspects which cannot be otherwise easily ascertained.

In the context of the facts mentioned above, it is necessary for the Instructor to keep a diary which should contain the problems faced by them and how these were solved and the persons who helped them. The diary should also contain the reaction of the Instructor about the centre and its activities from time to time. These records will serve as an important element in evaluating the programme.

Much of the success of the NAEP will depend upon self-evaluation on the part of the Instructor about the work that he is

doing. The improvements in the programme can also be initiated by them through the help of the supervisors by having a meeting once a month to take stock of the problems faced and consider how these problems could be solved. Participatory monitoring and evaluation is possible too between Instructors and learners and between Instructors and Supervisors. The advantage of the participatory process is that the programme can be improved and through discussion, some of the defects could be removed and this participatory process can itself become a learning experience.

In addition to maintaining record about the attendance and the Instructor diary, the Instructor will have to keep accounts of the money advanced to him by the Supervisor or the implementing agency and maintain files of stock supplied to him for the centre. Record of any other material that he might receive from the locality and from other sources for the running of the centre should also be maintained.

It may be stated that the Instructor should be trained for having self-evaluation as well as participatory evaluation. However, it is necessary that the ultimate evaluation of the centre will be that of the participants. To the extent that they make the centre their own, the purpose of the NAEP will be served. So long as the centres remains, the responsibility of the Instructor and not that of the learners and the community, it can safely be assumed that in the NAEP programme there are some deficiencies which should be removed at the earliest possible.

CHAPTER VIII

FOLLOW-UP PROGRAMMES

The adult education programme aimed at transforming the living and working conditions of the deprived and depressed sections of the people must be a continuous process and, therefore, regular follow-up programmes should be undertaken.

Follow-up programmes not only for retention and use of literacy but to harness the interest in the development programmes aroused during discussions and debates should be one of the essential activities. The follow-up programmes will have the same thrust on the three major fronts, i. e., awareness, functional development and literacy.

So far as follow-up programme for literacy is concerned, we should plan setting up libraries and reading rooms within the centre and stock them with useful reading materials based on problems and life situations of the learners. After 1952, when Community Development Programmes were launched in the country, large number of suplementary reading materials were prepared. The Ministry of Education as well as the Ministry of Agriculture which was responsible for the community development had a prize scheme for books for neo-literates. Most of these could straightaway be used for stocking these libraries. These libraries should not merely be the stock holders of the books and reading materials, but should develop reading habits amongst the community and persuade the neo-literates to continue and sustain their reading skills.

In addition, supplementary reading materials could be prepared initiating the principles of democracy and the Constitution of the country. Reading materials dealing with problems of health, nutrition and family welfare could be prepared. Books on skill

formation and occupational upgradation and cultural interest could be written.

A fortnightly for neo-literates dealing with their life interest in simple and easy to read language should be brought out wherever possible. Readings circles for neo-literates should be organised. This could serve the purpose of converting these into a discussion group on problems facing the area. Young enthusiastic neo-literates could be encouraged to join the formal stream of education. Condense courses for women with the financial assistance of the Central Social Welfare Board could also be organised. A special corner could be set up in each adult education centre for inculcating writing habit by encouraging young neo-literates to write articles in their language magazine, writing news-items or small literary articles to be published in the local wall-newspaper or the periodical, and write their own applications, money-order forms, letters, etc.

Occasional competition for writing and reading out their own exercises at public functions or community gatherings should be organised and local leaders should be encouraged to make short speeches. This efforts should be encouraged by giving them some token prize.

Study circles, readers groups, discussions groups, dramatic groups, should be formed for continuing education.

Follow up Programmes for Awareness and Functionality

1. Discussions on civic and political issues, topics of health, hygiene, nutrition, family welfare, Constitution of India, etc. should be organised.

2. Short training programmes on agricultural, industrial and developmental aspects of interest and use to the learners, should be held from time to time according to the needs and demands of learners.

3. Social service-oriented action programmes for ensuring changes and solving local problems should be encouraged.

4. Cultural and recreational activities for the participants with

talent and enthusiasm should be the normal feature of the programme of the centre.

5. Extension lectures by persons from developmental agencies should be arranged for the local groups.

6. Excursions for neo-literates to places of interest, get-together for neo-literates from different localities to share their experiences and exchange ideas should be arranged occasionally.

7. To bring to light corruption, nepotism etc., a vigilance cell should be set so that group opinion could be formulated against such actions

8. To create public opinion for the solution of the local community problems, meetings, etc. should be organised.

Some of those who have done well in getting training for upgradation of skill could be sent out for refresher courses so that new knowledge could be imparted to them. In this rapidly changing world, knowledge is growing fast and there is always likelihood that what we have learnt today may become out of date after a year. Therefore, occasional refresher courses should be organised for everyone appropriate to his or her educational need.

The ultimate objective of the follow-up programme is to ensure continuation of both educational and developmental processes initiated while starting adult education centre so that the community should take the responsibility of running the centre and transform itself into a learning society. Education is a life-long process, therefore, the learning process cannot terminate at any stage but is to be a continuous one. Similarly, the developmental activities are on-going processes. In both these processes, the adult has a vital and active role and the basic objective is to involve a large number of adult population including women in the development of the country. Participation of beneficiaries in the developmental programmes through adult education programmes is the ultimate objective and to achieve it, various follow-up means need to be adopted by the animator to suit the beneficiaries.

There is no possibility of learners taking a continued interest in education unless they are helped to look beyond the home and the family and to realise that they must become good citizens by participating in the political and economic power structure which exists outside the family and in the community as also in the larger society. It is possible to do this by organising men and women into united action-groups for improving their life-style. Organisations of the poor is the ultimate objective of NAEP and emphasis should be laid on this follow-up work.

APPENDICES

Appendix I

TERMINOLOGIES USED IN ADULT EDUCATION

Adult Basic Education

— Education of adults in the areas of primary knowledge such as literacy and numeracy, social and life skills, and understanding of community life, necessary for responsible participation in society.

Agricultural Extension

— Education and counselling carried out in the farming community by institutions of agricultural education to improve practices in agriculture.

Andragogy

— The art and science of helping adults to learn.

— The study of theory, processes and technology of adult education.

Animateur

— A French term which denotes a person in the field of education, social work or community development who works to stimulate people to awareness of their own needs as a group, so that they define the nature of the needs, determine the means to satisfy them and collectively act to achieve them.

Citizenship Education

— Education to make persons aware of their rights and duties as citizens, capable of exercising them effectively and responsibly, and conscious of their obligation to do so.

Community Development

— Activities directed to the improvement of the material and social welfare of the inhabitants of a limited urban or rural locality, sharing a sense of group identity and body of com-

mon interests. The inhabitants should in principle play a major role in decision-making and participate in the activities.

Community Centre

— Establishment serving as a centre of social and cultural life of a community (village : neighbourhood). It provides a place for meetings, and offers facilities for social, recreational and educational activities. Usually managed by a committee of users, it may be privately owned by an association of users, or publicly owned by the local authority.

Continuing Education

— Education offered to, or undertaken by, persons who have completed the cycle of full-time education in childhood.

Discussion Method

— A method of group learning in which members of a group contribute their ideas orally to the solution of a problem or to enlarge knowledge and understanding of a topic. For the successful employment of the method participants must have knowledge or experience which is relevant to the subject of the discussion. It is therefore considered particularly appropriate for adult education.

Drop out rate

— The number or proportion of people enrolling for a course or programme of study who abandon it before its completion.

Functional Literacy

— The ability to read, write and calculate so that a person may engage in all those activities in which literacy is required for effective functioning in his group and community and also enabling him to continue to use reading, writing and calculation for his own and the community's development.

Illiteracy

— Inability to read and write. Sometimes the concept is also used to include inability to calculate.

Illiterate

— Person who has not acquired the basic skills in reading, writing or arithmetic.

Informal Education

— The lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, educative influence and resources in his or her environment -- from family and neighbours, from work and play, from the market place, the library and the mass media.

Lifelong Education

— Education is not a once-for-all experience confined to the initial cycle of full-time education commenced in childhood, but a process that must continue throughout life. Life itself is a continuous learning process but each person also needs specific opportunities for further and new education, both vocational and general, throughout life, in order that he may keep abreast of technical and social change, may adapt to changes in his own circumstances (marriage, parenthood, professional situation, old age, etc.) and may achieve his fullest potential for individual development. Lifelong education comprehends both an individual's intentional and incidental learning experiences.

Literacy :

— The ability to read, write and to calculate.

Literacy Education

— The teaching or acquisition of reading, writing and numeracy skills to prepare persons to function in society.

Non-formal Education

— It is an organised educational activity carried outside the formal school system.

Out -of-school Education

— A term denoting all education carried on outside the formal school and higher education system, except vocational training.

Population Education

— Education intended to increase understanding of demographic questions and the ability to resolve problems arising from

them. It is particularly concerned with the interaction of population growth and control with social and economic conditions.

Psychology of Adult Education

— The psychological factors which influence adult learning and participation in educational experiences ; the study of the operation of these factors, particularly those specific to adult life.

Workers' Education

— The systematic development in working-class adults of the knowledge, attitudes and skills to enable them efficiently to fulfil the social roles they are called upon to play, particularly in trade unions.

Appendix II

AGENCIES PROVIDING TRAINING FACILITIES

ALL INDIA BODIES

1. Directorate of Adult Education
   (Ministry of Education & Culture)
   C-34, Community Centre
   Basant Lok, Vasant Vihar
   NEW DELHI-110057

2. Indian Adult Education Association
   17-B, Indraprastha Marg
   NEW DELHI-110002

3. Gandhi Peace Foundation
   Deen Dayal Upadhyaya Marg
   NEW DELHI-110002

4. Bhartiya Adam Jati Sewak Sangh
   Dr. Ambedkar Marg
   NEW DELHI-110055

5. Young Women Christian Association of India
   Parliament Street
   NEW DELHI-110001

STATE RESOURCE CENTRES FOR NON-FORMAL EDUCATION

1. State Resource Centre
   Bengal Social Service League
   1/6, Raja Dinendra Street
   CALCUTTA-700009

2. State Resource Centre
   Deepayatan
   138 D - New Krishanapuri
   PATNA-800013

3. State Resource Centre
Deptt. of Adult/ Continuing Education
S V. University
TIRUPATI (A.P.)

State Resource Centre
Deptartment of Non-formal Education
Osmania University
HYDERABAD-500007 (A.P.)

4. State Resource Centre
Deptt. of Adult & Continuing Education
University of Kashmir
SRINAGAR (J & K)

5. State Resource Centre
Gujarat Vidyapeeth
AHMEDABAD (Gujarat)

6. State Resource Centre (Haryana)
Directorate of Public Instruction
Sector-17
CHANDIGARH

7. State Resource Centre
Indian Institute of Education
49 A/23 Earandwana
PUNE (Mah)

8. State Resource Centre
Karnataka State Adult Education Council
Krishnamurthypuram
MYSORE (Karnataka)

9. State Resource Centre
KANFED
Saksharta Bhawan
TRIVANDRUM-14 (Kerala)

10. State Resource Centre
Literacy House
Alam Bhagh
LUCKNOW (U P.)

11. Regional Resource Centre
Punjab University
CHANDIGARH

12. State Resource Centre
Rajasthan Adult Education Association
38, Jobner Bagh
JAIPUR-302006

13. State Resource Centre
Tamil Nadu Board of Continuing Education
18, Adams Road
MADRAS-600005

14. State Resource Centre
Utkal Navajeewan Mandal
ANGUL, Orissa

OTHER AGENCIES

1. Ajmer Adult Education Association
Collector Office
AJMER, Rajasthan

2. Andhra Mahila Sabha
Literacy House (South)
HYDERABAD.

3. Bhartiya Grameen Mahila Sangh
314 Jawahar Marg
INDORE. (M.P.)

4. Bhartiya Vidya Pracharni Sabha
15 Chain Singh Ka Bagh
New Palasia
INDORE. (M.P.)

5. Bombay City Social Education Committee
Adarsh Nagar, Worli
BOMBAY - 400025.

6. Bikaner Adult Education Association
Proudh Shiksha Bhawan
Saraswati Park
BIKANER, Rajasthan

7. Eastern U.P. Adult Education Association
   DEORIA
   U.P.

8. Gandhigram Trust
   GANDHI GRAM
   Tamil Nadu.

9. Gujarat State Social Education Committee
   Kanjibhai Desai Samaj Shikshan Bhavan
   Museum Chowk
   SURAT.

10. Holy Cross Institute
    HAZARIBAGH - 825 301. (Bihar)

11. Kasturba Gandhi National Memorial Trust
    Niwali,
    WEST NIMAR. (M. P.)

12. K.R. Educational Association
    BETTTIAH W, Champran
    Bihar

13. Mahatma Gandhi Memorial Adult Education Centre
    Wadappalli,
    WARANGAL 506 004. (A.P.)

14. Rajasthan Vidyapeeth
    UDAIPUR, Rajasthan

15. Ramakrishna Mission Ashrama
    P.O. NARENDRAPUR 743 508
    24-Parganas,
    West Bengal

16. Seva Mandir
    UDAIPUR Rajasthan

17. St. Xavier Institute of Social Service
    RANCHI. (Bihar)

18. Wangjing Women and Girl's Society
    Indo-Burma Road,
    WANGJING, Manipur

Appendix III

NORMS OF LITERACY

i) ability to read a book with a speed of 50 words per minute with correct emphasis.

ii) copying at the speed of 10 words per minute.

iii) taking dictation at a speed of 7 words per minute.

iv) ability to write functional applications, fill up forms and write letters.

v) ability to read and write numbers upto 1000.

vi) ability to perform easy addition, subtraction, multiplication and division upto three digits.

vii) functional knowledge and ability to write metric units of weight, measure, volume and time.

Appendix IV

SURVEY PROFORMA OF ADULT ILLITERATES

(Urban Areas)

निरक्षर वयस्क सर्वेक्षण प्रपत्र

(शहरी क्षेत्र)

A. Bio-Data

A 1. Name of the Respondent _____
उत्तरदाता का नाम

A 2. Address : House No. _____ Block _____
पता (मकान नम्बर) ब्लाक

Area/Locality/Village _____ Pin Code. _____
(क्षेत्र/गाँव) (पिन कोड)

A 3. Religion _____ A 4. Caste _____
धर्म जाति

A 5. Income (per annum) Rs _____
आय (प्रति वर्ष) रुपए

B. Family Composition

S. No.	Name	Relationship with the Head of the Family	Age	Sex	Literate/ Illiterate	If Literate, class completed	Occupation	Any other Information
क्रम सं.	नाम	परिवार के मुखिया के साथ सम्बन्ध	आयु	लिंग	साक्षर/ निरक्षर	यदि साक्षर, अन्तिम समाप्त कक्षा	व्यवसाय	कोई अन्य सूचना

C. Information on the Extent of Adult Education Services in the Area

C 1. Is there any Adult Education Centre in your area ?
Yes/No/don't know

क्या आपके क्षेत्र में कोई प्रौढ़ शिक्षा केन्द्र है ? हाँ/नहीं/ मालूम नहीं

C 2. If yes, please give us some information about this Adult Education Centre :
यदि हाँ, तो कृपया इस प्रौढ़ शिक्षा केन्द्र के विषय में निम्न जानकारी दें ।

Location
स्थान

Name of organizing agency
केन्द्र किस संस्था द्वारा चलाया जा रहा है

Since when
केन्द्र कब शुरू हुआ

No. of adult illiterates attending th centre — Male..... Female ..... Total.....
केन्द्र में आने वाले निरक्षर व्यस्कों की संख्या — पुरुष स्त्री योग

Activities and programmes of the Centre
केन्द्र के प्रमुख कार्यक्रम तथा गतिविधियाँ

Your assessment of this Centre
केन्द्र के बारे में विचार

C 3. Do you attend the classes in this Centre ? — Yes/No/there is no need
क्या आप इस केन्द्र द्वारा चलाई कक्षाओं में जाते हैं ? — हाँ/नहीं/कोई जरूरत नहीं

C 4. If not, state the reasons for not attending the classes.
यदि नहीं, तो कक्षा में न जाने के कारणों का उल्लेख करें ।

C 5. If there is no Adult Education Centre in your area, would you like one to be opened ? — Yes/No
यदि आपके क्षेत्र में कोई प्रौढ़ शिक्षा केन्द्र नहीं है, तो क्या आप चाहेंगे कि इस प्रकार के किसी केन्द्र की — हाँ/नहीं

स्थापना आपके इलाके में की जाये ।

C 6. If yes, in what way can you help in establishing/running this Centre ?
यदि हां, इस प्रकार का केन्द्र शुरू करने में आप क्या सहयोग दे सकते है ।

C 7. If no, state the reasons.
यदि नहीं, तो उन कारणों का उल्लेख करें जिनकी वजह से आप अपने इलाके में कोई भी प्रौढ़ शिक्षा केन्द्र नहीं चाहते ।

C 8. Any other relevant information which the respondent may like to give.
कोई अन्य प्रासंगिक जानकारी जो उत्तर-दाता, देना चाहे ।

D. (Only for Interviewer's Use)
(केवल भेंटकर्ता के प्रयोग के लिए)

Name of the Interviewer
भेंटकर्ता का नाम

Total No. of adult illiterate (members including the respondent) in the family.
परिवार में (उत्तरदाता सहित) कुल निरक्षर व्यस्कों की संख्या

Male..... पुरुष
Female..... स्त्री
Total..... योग
Date of Interview भेंट की तिथि

Interviewer's observations
भेंटकर्ता की टिप्पणी

Interviewer's Signature
भेंटकर्ता के हस्ताक्षर

INTERVIEW SCHEDULE

for

ADULT ILLITERATE

(Rural Areas)

PART-I

Age : .....Sex.....Religion.....

Whether belong to Scheduled Caste/Scheduled Tribe.....

Married/Unmarried : ..... Occupation : .....

Residing in a town or village : .....

Whether ever attended any school before : Yes/No

Educational standard of : Father : .....

Mother : .....

Total No. of family members : Male : .....

Female : ..... Total : .....

No. of persons educated in the family : Male : .....

Female : .....

Total : .....

No. of persons illiterate in the family : Male : .....

..... Female : .....

..... Total : .....

Has he/she got himself enrolled in any A.E.C. *Yes/No*

If yes, how he came in touch with the A.E.C. ?

— Through the teacher.....

— Through a friend.....

— Through any other member of the family.....

Why he felt it necesssary to be enrolled in the A.E.C. ?

Name of the A.E.C.....

PART - II

Personal Income (per month).....Family income per month.....

No. of earning members in the family..... : .....

If possesses (landed property) *Yes/No*

If yes, area of agricultural land he owns.....

If yes, area of house hold land he owns.....

If residing in a rented house *Yes/No*

What is the source of Income ?.....

Cultivation	Service	Business

If married :

1) Having chil lren *Yes/No*
2) If yes, No. of children :
   (a) Male with age.....
   (b) Female with age.....
   Total : .....
3) If the children go to school ? *Yes/No*
   (a) If, yes, how many of them go ?.....
   (b) Do they go regularly ?.....
   (c) If any of them stopped going to school ? *Yes/No*
   (d) Why ?.....
4) Does he/she want his/her children to be educated. *Yes/No*
5) If no, why ?.....

PART - III

Does he/she play games ? *Yes/No*

If yes, name of the game/games.....

Does he/she sing ? *Yes/No*

If yes, what kind of song he/she sings :

(a) Folk song Yes/No
(b) Film song Yes/No
(c) Classical Yes/No
(d) Any other song or music (specify).....

Does he/she like Drama Yes/No

If he/she is an actor/actress Yes/No

If he/she has got friends Yes/No

What he/she does during his/her leisure time ?.....

Does he/she go to the A.E.C. during leisure time ? Yes/No

What does he/she expect to learn from the A.E.C. ?.....

Who is the man/women he/she respects most in the village ?.....

Why he/she respects him/her most ?.....

Did he/she have ambition in childhood ? Yes/No

If yes, what was that.....

Could he/she fulfil the ambitions ? Yes/No

If 'Yes' how ?.....

If 'No' why ?

Date : Signature of the Interviewer

VILLAGE SURVEY SCHEDULE

1. Name of the Village.....Post Office.....
   Block.....Gram Panchayat.....
   Police Station..... .....District..... .....
2. Population

11-14			15-35			35+			GRAND TOTAL		
Literate		Illiterate		Total	Literate		Illiterate		Total	Literate		Illiterate		Total
M	F	M	F		M	F	M	F		M	F	M	F	

M=Male
F=Female

3. Castes in the village and number of members belonging to the same :—
   Schedule Castes (a) .... Other castes of Hindus (a) .....
   (b) ..... (b) .....
   Schedule Tribes (a) ..... (c) .....
   (b) ..... Muslims.....
4. Existing Clubs Regd./Not Regd. Name of the Secretary Functions
5. Local sports (a short note on)
6. Local culture (a short note on)
7. Local seasons (a short note on)
8. Number of Landless families..... ....
9. Major occupations a)..... b)..... c).....
   d)..... e)..... f).....
10. Nearest Railway Station and distance..... , ... Kms.
11. Nearest market and distance..... .. , ...Kms.
12. Nearest Bus-stand and distance..... , ...Kms.

13. Nearest Bank and distance..... , ...Kms.

14. **Nearest Institutions** **Location** **Distance**

—Primary/Junior Basic School

—High/Junior High School

— College

—Other

15. Name of the interested persons with Father's name and Educational Qualifications :-

1. ————————————————————

2. ————————————————————

3. ————————————————————

4. ————————————————————

5. ————————————————————

16. No. of Pucca houses in the village

17. No. of Kachha houses in the village

18. Medical facilities available in the village

19. Animal husbandary facilities available in the village

20. Electricity/Drinking water facilities available in the village

21. Co-operative society.
Name of the President and the Secretary————————
———— ———————— ————————

22. Resourceful persons in the village

23. Total land holding/average holding

24. Land irrigated/unirrigated in acres

25. Type of Artisan works in the village

26. No. of shops in the village

27. Educated unemployed : Male Female

28. Other Development Programme taken up in the village.

---

29. Is there any village industry, if yes :

1. Name————————

2. No. of units.————Whether of individual or joint ownership.

3. No. of people involved in each (state separately)

4. If closed down, the reason for closure :- - - - - - - - -

30. Local Administration :

Relationship with

- Police
- Revenue
-

31. Field workers, who live in the village : (Give names, otherwise State 'No')

1. V.L.W.
2. Panchayat Sewak
3. School Teacher
4. Others

32. Means of Communication :-

	Individual	Community
- No. of Radio		
- T.V.		
- Newspaper		
- Library		
- Other		

33. Felt needs of the village.

34. Real needs of the village.

Date :

Signature of the Interviewer

INSTRUCTOR'S INITIAL REPORT

1. Serial number of the Centre : .....
   (To be filled in by Project Officer)

NOTE : PLEASE PUT A TICKMARK (√) IN APPROPRIATE BOX WHERE APPLICABLE

A. Particulars of the Instructor

2. Name : .....

3. Sex : Male ☐ Female ☐

4. Age : ———————— (in completed years)

5. Do you belong to : Scheduled caste ☐
   Scheduled Tribe ☐
   Neither of above ☐

6. Main occupation : .....

7. Date of appointment as instructor
   at Adult Education Centre :..... .....

8. Instructor's residential address : Village/Town :.....
   Block : ..... District .....

9. Have you received any training so far for this assignment ?
   Yes ☐ No ☐

a. If the answer to above question is YES, mention the duration of the training programme .....

10. Are you a member of any local

(i)	Charcha Mandal	Yes ☐	No ☐
(ii)	Youth Club	Yes ☐	No ☐
(iii)	Mahila Mandal	Yes ☐	No ☐
(iv)	Cooperative Society	Yes ☐	No ☐
(v)	Gram Sabha/Panchayat	Yes ☐	No ☐
(vi)	Any other Association	Yes ☐	No ☐

(Please Specify) .....

11. What is the approximate distance (in kilometers) between the place of your residence and the

(i) location of the Centre.....kms
(ii) project headquarter.....kms
(iii) Residence of Supervisor.....kms

B. Particulars of the Centre

12. Complete postal address of the Centre : Village/Town Block .....District .....

13. Place where Adult Education Centre is organised --

Instructor's home ☐
School ☐
Panchayat Ghar ☐
Open space ☐
Place of worship ☐
Any other ☐
(please specify).....

14. Date of commencement of the regular activities of the present group of learners :.....

15. Is the Centre for

Men only ☐
Women only ☐
Both for men and women ☐

16. Is the Centre area

Rural ☐ Urban ☐

17. Timings of the Adult Education Centre : From.....AM/PM
To.....AM/PM

C. Materials

18. Which of the following items required for starting a Centre have been received by you till the time of sending this report?

(i) Primer Yes ☐ No ☐ If yes, No. of copies.....
(ii) Work book Yes ☐ No ☐ If yes, No. of copies.....
(iii) Slates Yes ☐ No ☐ If yes, number.....
(iv) Pencils/ chalks Yes ☐ No ☐ If yes, number.....
(v) Charts Yes ☐ No ☐ If yes, number.....
(vi) Supplementary reading materials Yes ☐ No ☐ If yes, number.....

(vii) Teacher's Guide Yes ☐ No ☐

(viii) Blackboard/ Rolling Sheet Yes ☐ No ☐

D. Visits

19. How many times did you meet the Supervisor while making preparation for starting class for the current group of learners and upto the time of sending this Report ?

.....(mention number of times)

20. How many times did you meet the Project Officer during the above period ?

.....(mention number of times)

21. Have you so far taken the help of any of the local extension workers like Gram Sevak/Sevika, Auxiliary Nurse/Midwife (ANM), Community Health Worker or similar other worker ?

Yes ☐
No ☐

If yes, please mention the names and designation of the workers :

	Name	Designation
(i)	.....	.....
(ii)	.....	.....
(iii)	.....	.....

E. Difficulties

22. Please describe difficulties faced, if any, in organising the Centre :

.....
.....
.....
.....

23. In case you overcame some of the above difficulties, indicate briefly, how you did so.

.....
.....
.....
.....
.....

F. Enrolment sheet for the present group of learners :

Sl. No.	Name of the learner	Father's/ Husband's Name	Put a tickmark (√) below under the appropriate column				Age in completed years	Main occupation
			Male	Female	SC	ST		

Signature of Instructor.....

Name .....

Date.....

Appendix V

LIST OF DEVELOPMENT DEPARTMENTS AND FUNCTIONARIES WORKING IN A BLOCK

Departments :

1. Block Development Office
2. Integrated Rural Development Agency
3. Small Farmesr Development Agency
4. Department of Industries
5. Department of Cooperatives
6. Department of Public Health
7. Department of Animal Husbandry
8. Department of Agriculture and Irrigation
9. Department of Social Welfare/Harijan Welfare
10. Nationalized Bank/Banks
11. Khadi & Village Industries
12. Forest Department
13. Panchayat

Functionaries :

1. Block Development Officer/Chairman Panchayat Samiti or Sarpanch
2. Agriculture Officer/Plant Protection Officer/Fisheries Development Officer
3. Small Scale and Cottage Industries Officer
4. Medical Officer Incharge Primary Health Centre
5. Animal Husbandry Officer
6. Pradhan Vaid - Aurvedic Hospital
7. Inspector of Cooperative Societies
8. Manager of Nationalised Bank/Banks
9. Gram Sathi or Sevak
10. Incharge Samaj Kalyan Mahila Kendra
11. Forest Officer
12. Manager-Small Farmers Development Agency
13. Irrigation Officer (Minor)
14. Panchayat Officer
15. Tehsil Welfare Officer

* * *

Appendix VI

SAMPLE PAGE FROM ATTENDANCE REGISTER

Sr. No.	Name of the Learner	1	2	3	4	5	29	30	31	Remarks
1.										
2.										
3.										
4.										
5.										
6.										
7.										
.										
.										
.										
39.										
40.										
	TOTAL									
	Signatures of Supervisor									

SAMPLE PAGE FROM STOCK REGISTER

Name of Article..... .....

....

Month & Date	Quantity Received	Issued To	Quantity Issued	Balance	Remarks

Appendix VII

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Appendix VIII

LIST OF PARTICIPANTS

1. Prof. A.K. Jalaluddin
   Director
   Directorate of Adult Education
   C-34 Community Centre
   Vasant Vihar
   New Delhi-110057
2. Prof. S R. Mohsini
   Principal
   Deptt. of Social Work and Applied Social Science
   Jamia Millia Islamia
   Jamianagar
   New Delhi-110025
3. Dr. S.C Dutta
   Former Hony. General Secretary
   Indian Adult Education Assn.
   X-41 Green Park,
   New Delhi-110016
4. Ms. Kamla Bhasin
   F.A.O.
   55 Lodi Estate
   New Delhi-110003
5. Shri B.V. Satyanaryana
   Coordinator
   State Resource Centre
   Karnataka State Adult Education Council
   Post Box 2, Mysore. 570004
6. Shri Hashmat Singh
   Director-Project
   Bharat Scouts & Guides
   16-B, Indraprastha Estate
   New Delhi-110002
7. Smt. K.S. Bhandarkar
   Dy. Social Education Officer
   Bombay City Social Education Committee
   Adarshnagar, Worli
   Bombay-400025
8. Shri J.D. Sharma
   Director
   Indian Adult Education Assaciation
   17-B, Indraprastha Marg
   New Delhi-110002
9. Dr. (Smt) Amrit Kaur
   Reader
   Deptt. of Education & Community Service
   Punjabi University
   Patiala (PB)
10. Smt. Krishna Agarwal
    Chairman
    Bhartiya Grameen Mahila Sangh Indore Branch
    314 Jawahar Marg
    Indore (M.P.)
11. Smt. R.S. Shafi
    Dy. Director
    Directorate of Adult Education, C-34 Community Centre, Vasant Vihar
    New Delhi-110057
12. Smt. Kamla S. Yadav
    89 Lodi Estate
    New Delhi-110003

13. Shri K.C. Gupta
Secretary
Non-formal Education
Association
18/11 T.T. Nagar (North)
Bhopal. (M.P.)

14. Shri N R. Gupta
former Dy. Director of
Education, No. 3 Ram
Bhavan, Road No. 3
Srinagar, Shakur Basti
Delhi-110035

15. Dr.T.A. Koshy
Project Director
Council for Social
Development
53 Lodi Estate
New Delhi-110035

16. Shri Om Shrivastava
Seva Mandir
Udaipur (Raj)

17. Shri J.Mallikarjun
Programme Officer
Indian Adult Education
Association
17-B, Indraprastha Marg,
New Delhi-110002

18. Dr. S C. Verma
Centre for Educational
Technology N.C.E R T.
17-B Auabindo Marg
New Delhi-110016

19. Shri J.L. Sachdeva
Documentation Officer
Indian Adult Education
Association
17-B Indraprastha Marg
New Delhi-110002